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**RUBRIC – POLITICAL PARTY PROJECT**

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| **Criterion** | **4. Superior—**  ***Above expectations***  **VICTORY IN A LANDSLIDE!** | **3. Proficient—**  ***Meets expectations* YOUR CANDIDATE IS ELECTED!** | **2. Apprentice—*Emerging understanding and skills***  **DEMAND A RECOUNT!** | **1. Novice—**  ***Does not meet teacher expectations***  **WHAT WERE YOU THINKING?** |
| **Application: 2x**  **(correct use of propaganda methods)** | Students display a complete understanding of the purpose of propaganda techniques and take an original and imaginative approach to the PowerPoint word choice is precise and highly effective. | Students display a satisfactory understanding of the purpose of propaganda techniques and apply them effectively to the PowerPoint and stump speech. Approach is creative**.** | Word choice is basic and does not consistently persuade effectively.  Student work is vague and demonstrates only an emerging understanding of the purpose of propaganda. | Propaganda techniques are ineffective, incorrect, and/or do not persuade effectively.  Student work is ineffective. |
| **Critical Thinking 2x:**  **(VETTING REPORT)** | Candidate’s beliefs are in complete alignment with the beliefs of the party. Substantive details are included in student work to prove alignment.  Student’s work shows analysis, evaluation, and synthesis of information | Candidate’s beliefs are mostly in alignment with the beliefs of the party.  Student’s work shows analysis and evaluation of information and ideas about the candidate across a range of sources an | Some of the candidate’s beliefs are in alignment with the beliefs of the party. Many details are “surface” or vague.  Few important connections are made across sources and situations. | Few of the candidate’s beliefs are in alignment with the beliefs of the party.  Student’s work shows little to no analysis of information. |
| **Creative and Innovative Thinking: 3x**  **(ADVERTISING CAMPAIGN)** | Student’s advertising campaign uses propaganda methods to promote the candidate. Advertising campaign effectively uses all of the propaganda techniques in a clear, unique, and appropriate manner. The message to the audience is appropriate, effective, and innovative. | Student’s advertising campaign uses propaganda methods to promote the candidate. Advertising campaign contains all of the propaganda techniques. Most are used effectively to promote the intended message to the audience. | Student’s advertising campaign uses some of the propaganda methods to promote the candidate. Some of the propaganda techniques are used effectively, but a few are inappropriate, incorrect, or ineffective for the intended audience. | Student’s advertising campaign neglects to use propaganda methods to promote the candidate. Some of the required components are missing or several are incorrect. Some of the components may be inappropriate for the intended audience. |
| **Communication: 1x**  **(delivered a clear message)** | Student deliberately uses the features of the medium and knowledge of the audience to skillfully deliver content | Student selects appropriate medium to effectively engage the audience. | Student presents information and ideas so that the main points are relevant and evident to the audience. Did not take advantage of the medium’s strongest features | Student presents only basic information. There is evidence of a lack of understanding of the intended. It is difficult for the audience to understand the message. |
| **Collaboration: 1x**  **(Worked as a team)** | Student listened carefully to what others said; shared ideas and resources freely;  Student knew what work needed to be done; completed own work on time; and provided help to other team members.  Student showed leadership behaviors. | Student completed own tasks on time and helped other team members when they needed assistance. | May have talked more about (or created) problems than solutions.  Student completed assigned tasks, but did not help other team members. Student “followed” the crowd rather than led. | Student rarely listened or participated in team discussions. Student may have created problems for the group, not solutions.  Student did not complete all assigned tasks, did not help other team members, and made the group less effective because of this. |

**Grading Scale: A = 32-36 B = 25-31 C = 17-24 D =12-16 E = below 12**

**GRADING NOTES:**